

1. SUMMARY INFORMATION					
SCHOOL	BACUP HOLY TRINITY STACKSTEADS C.E.PRIMARY SCHOOL				
ACADEMIC YEAR	2018-20189	TOTAL PPG BUDGET	£108,500	DATE OF LAST REVIEW	Sept 2018
NUMBER OF PUPILS	240 + 40 nursery pupils	NUMBER ELIGIBLE PUPILS	75	DATE FOR NEXT REVIEW	Sept 2019

2. CURRENT ATTAINMENT			
	PUPILS ELIGIBLE FOR P.P.G. – SCHOOL RESULTS (%) EXPECTED STANDARD	PUPILS NOT ELIGIBLE FOR P.P.G. – SCHOOL RESULTS (%) EXPECTED STANDARD	PUPILS NOT ELIGIBLE FOR P.P.G. – NATIONAL AVERAGE (%) EXPECTED STANDARD 2018
At the end of Key Stage 2	Reading 50 Writing 71 Maths 86	Reading 100 Writing 89 Maths 94	Reading 80 Writing 83 Maths 81
At the end of Key Stage 1	Reading 67 Writing 56 Maths 56	Reading 73 Writing 68 Maths 82	Reading 78 Writing 73 Maths 79
	<p>In 2017-2018 for Pupils Eligible for P.P.G.: At KS1 disadvantaged pupils attained slightly less well than other pupils in reading and writing. There was a larger gap in maths. At KS2 disadvantaged pupils attained similarly to other pupils in the year group in maths and better than other pupils nationally.</p>		

3. BARRIERS TO FUTURE ATTAINMENT
IN-SCHOOL BARRIERS
A Low levels on entry of PP pupils, particularly in communication, literacy and language.
B. Historical underachievement of PP pupils impacting on attainment levels in KS2
C. Number of PP eligible children also have complex SEND
D. Many eligible for PP children are affected by social, emotional and mental health issues.

EXTERNAL BARRIERS	
D.	A number of children eligible for PP are impacted by family issues requiring support from Social Care teams (TAF and above)
E.	Circumstances in the home have an impact on the emotional well-being in school. This is a barrier to progress.
F	Some children eligible for PPG do not experience a range of enrichment activities outside of school because of additional costs attached.
G	Parental engagement with school

4	OUTCOMES	
	Desired Outcome/Measures	Success Criteria
A.	All children eligible for PP will be supported to engage in a wide range of enrichment opportunities and financial support will be provided to ensure engagement	Pupils will experience residential trips and educational visits There will be an opportunity to access music tuition. Children will be encouraged to partake in a wide range of extra curricular activities and funding will be provided
B.	Accelerate the progress of ALL PP children. Higher rates of progress across KS2 for high attaining pupils eligible for PP	PP make expected progress each term- in class monitoring and support from class teacher. PP pupils identified as higher ability across KS2 make as much progress as “other” pupils identified as high ability in maths, reading and writing.
C.	Improve language skills of PP eligible children. and they will achieve expected level in the yr1 phonic screening	Early intervention strategies (and parental engagement through workshops etc) will support children to make expected progress in reading and phonics ensuring there is no or a tiny gap for PP children Targeted intervention in Early Years and KS1 will support all children who are at risk of falling behind.
D	All PP eligible children will be happy and secure in school; they will have their emotional needs met and will be happy and ready to engage and learn. The capacity of families to parent well will be increased through early intervention, close working with other agencies and additional in school support	Targeted therapeutic approaches like play, art and forest schools will increase the wellbeing and engagement of all PP children creating a purposeful learning environment. More families will engage with early intervention building an effective and positive partnership with school. Families will be supported at TAF hopefully reducing the need for engagement with Safeguarding and CP teams.

5. PLANNED EXPENDITURE	
ACADEMIC YEAR	2018-2019

A. QUALITY TEACHING FOR ALL					
Desired Outcome	Action/Approach	Reason for Action	Plan for Successful Implementation	Staff Lead	Review Date
Improve understanding and language acquisition within the Foundation age pupils, measured by assessments and observation	Review the texts available to ensure there is adequate numbers of texts exposing children to repetition, rich vocab alongside phonetically decodable texts Work with parents to support with early talk – from tots group and Work with parents to support with early talk – from tots group and throughout EYFS	Literature and sharing books has proven impact on the development of early language Previous impact studies on working with parents	Monitoring and tracking of key group Engagement with the texts and pupil feedback. Assessment and observational data including those utilising the ExAT system.	Foundation Stage Team Leader	July 2019
PP children's reading improves in line with non-pp children	Children will receive extra daily reading within the class Phonics will be addressed in pupil progress meetings if it is a barrier to progress in reading. Books will be celebrated and enjoyed in school Children will be encouraged to read and discuss.	When children read daily their reading improves. Any areas of difficulty can be address (phonics) and quickly recapped. Assessment outcomes will be accurate and swiftly addressed. Phonics will be encouraged as a strategy to reading in the classroom when necessary. Books will be on display in the classrooms and work on the walls will show the children's interest in books. Parents will be invited in weekly to choose library books for and with their children in the reception class.	Pupil progress meetings will review intervention given (daily readers) and progress made. Drop ins will show books are celebrated and phonics is being used as a spelling strategy. The children will be able to talk to me about the Author they are celebrating and learning about.		
Children who are eligible for Pupil Premium funding	Teaching Assistants offer targeted	Specific interventions to meet the needs of individual pupils, especially those	interventions are monitored and evaluated by teaching staff. Termly		

are well supported and nurtured and therefore make progress on a par with non PP pupils. They are supported as a family unit.	interventions. Where appropriate individual programmes of work are set up.	eligible for PP. Termly reviews to monitor progress	reviews Timetabled interventions that do not vary. Review of rewards		
Smaller class sizes KS2	Staff employed to enable year groups to be below 20	PP children identified within the smaller class and more specific input for their needs given to them by the teacher.	Ongoing monitoring by teacher. Any issues identified to be discussed half termly with Deputy Headteacher.	Class teacher	

B. TARGETED SUPPORT

Desired Outcome	Action/Approach	Reason for Action	Plan for Successful Implementation	Staff Lead	Review Date
Children make expected or better progress and talk with enthusiasm about their academic future or ambitions	Pupil progress meetings will focus on the progress PP children are making. Staff will encourage children to be ambitious and consider their strengths and where they might use them. All pupils are encouraged to aspire to succeed and be enthusiastic about the future.	Regular meetings monitor progress and attainment. Children are inspired by stories of people who have achieved something even if they once thought they wouldn't. Targets translate to high expectation for pupils and break down steps of learning into manageable chunks Teaching Assistants are effective at supporting individual pupils. A personalised curriculum enables all children to feel valued and enables them to achieve and make progress. Differentiated tasks nurture success.	Feedback from staff will inform SLT on the effectiveness of the interventions. Assemblies will inform if the children have positive attitudes to learning Monitoring will show children can discuss how what they are learning in class can be used as a skill outside the classroom. Evaluation of Targets Monitoring pupil progress	Deputy Headteacher All teachers All Teaching Assistants	July 2019

	Teaching Assistants deliver personalised support that moves the children's learning on. Individualised Targets identify gaps in learning that become a focus of learning				
PP children's reading/comprehension/language skills improves in line with non-pp children	All teachers ensure PP children receive daily reading and quality 1:1 comprehension around the book in a positive way. Teaching Assistants are involved in the teaching of reading and comprehension. Introduction of Accelerated Reader in KS2 with weekly reading tests promotes reading comprehension.	When children read daily they gain in confidence. Reading comprehension activities are being used regularly to improve skills and understanding. Group work gives children the opportunity to contribute and develop greater self-confidence. This time makes them feel valued. This time makes them see that books and reading is enjoyable. The children who do not like reading will be more inspired when given appropriate	The children will be given lots of opportunities to read interesting and inspiring books. Progress in reading will be monitored closely at pupil progress meetings. Group activities will encourage the lesser-abled readers to contribute and answer questions. All pupils will begin to enjoy reading as a past time rather than a task.	Deputy Head All Teachers	July 2019
Ensure targeted PP achieve greater depth in reading writing and mathematics	Additional teaching and learning	Additional teaching and learning opportunities from teachers and teaching assistants to	Assessment at start and end of each half term	Teachers	Monitoring of assessment data half termly

	opportunities including teaching assistant support (Yr6 SAT support) to enable 1 to 1 and small group tuition including additional teaching and learning opportunities for more able PP pupils	demonstrate moderate impact particularly if planned to compliment Quality Teaching. There approaches should enable more able PP pupils to achieve greater depth	Pupil progress meetings will be held A case study of the effectiveness of the provision for a more able PP child will be undertaken.	Deputy Headteacher	Book scrutiny Professional discussion deputy headteacher and class teacher termly
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C. OTHER APPROACHES

Desired Outcome	Action/Approach	Reason for Action	Plan for Successful Implementation	Staff Lead	Review Date
Eligible PP children will have same opportunities for enrichment activities as other pupils reducing the impact of economic disadvantage	Provide funding and encouragement for children eligible for PP to attend residential visits (years5 & 6) educational visits and to participate in enrichment activities at school and after school Funding for Forest Schools.	Outdoor learning has been shown to build self esteem and improve health as well as increasing cultural capital funding allows all children who wish to participate ,to do so. Research has shown a lack of cultural capital can impact on the ability to learn and understand through lack of varied life experiences. Taking part in these activities should help to close the gap in learning and attainment.	Children engaging in enrichment activities will be logged and feedback from children and staff noted to measure impact over time Senior leaders to go on residential and accompany PP children ensuring objectives are met.	Head Deputy Head EVC Co-ordinator Forest School Co.	July 18
Continue improve attendance of PP children	School admin to monitor and follow up quickly on absences. First	We know that attainment for all pupils can be improved with good attendance. Targeting families and promoting the	Tracking of attendance data Part of every staff meeting Governors to have termly report to ensure clear actions are in place and	Admin Ass EWO Headteacher	July 2018

	day response provision. Liason with head/deputy headteacher and families.	importance of good attendance is essential to improving outcomes.	attendance data is improving for PP children.	Deputy Headteacher PP Governor	
The capacity of families to parent well will be increased by early intervention and support working with school and if necessary other external agencies	Deputy Head Class Teachers Identify problems needs and act upon them	Offer support when necessary. It maybe financial or emotional dependant on needs. Families that seem vulnerable or anxious.	Improved well being, attendance, attainment of a child/children.	Deputy Headteacher Headteacher	Ongoing

6. REVIEW OF EXPENDITURE

ACADEMIC YEAR	2017- 2018
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A. QUALITY TEACHING FOR ALL

Desired Outcome	Action/Approach	Estimated Impact	Lessons Learned	Cost
Improve speech and language skills for pupils eligible for PP in reception class	reception class teachers to specifically work intensively with PP children. Speech Link Get increased parental engagement through workshops	Bring speech and language skill of PP children to expected levels. Ensure parents are able and willing to support their children with learning outside school.	Children can develop language skills quickly with support Value of intensive teacher input.	

		Skills learned at the workshop can be used at home to enrich and support learning in school.	Getting parents on board is essential. Relationship between home and school improved. Parents are key in supporting effective language development.	
Improved attainment and progress for all PP children	Smaller class sizes therefore more Teacher attention and input for PP children	Gap of attainment and progress for PP children was narrowed. More positive attitude to learning developed	Children will perform better in smaller classroom sizes. Teachers will continue to be responsible for quality first teaching and will plan interventions conducted by teaching assistants.	

B. TARGETED SUPPORT

Desired Outcome	Action/Approach	Estimated Impact	Lessons Learned	Cost
PP children targeted as not making expected progress were supported in reading, writing and mathematics. Small steps for improvement. set on learning plans	High quality intervention 1:1 very small groups by teacher and t.a. Additional teaching and learning groups in assembly times for PP children who have the potential to attain a higher standard.	Improvement in outcomes at the end of KS1 and KS2 by PP children. Additional support for a range of PP pupils in literacy, mathematics and social skills across the school ensured that they met the small stepped steps on their learning plans.	The progress and attainment of the children has been improved through this approach. We will look to continue to focus on the progress and attainment of PP groups in order to close the gap in KS1 KS2 within the classes next year due to financial constraints.	
Phonics screening-yr2 PP retakes to be successful and yr1 PP to reach target	Intensive daily T.A. intervention.	More Yr1 Children to reach expected level All year2 retakes to be successful		

C. OTHER APPROACHES				
Desired Outcome	Action/Approach	Estimated Impact	Lessons Learned	Cost
Increased attendance rates for PP children	School admin to monitor and follow up quickly on absences. First day response provision. Liason with head/deputy headteacher and families.	Increased attendance will hopefully increase attainment...if they are not attending school/punctual etc we cannot improve their attainment	This has been a very successful and PP children's attendance are in line with non PP attendance rate.	
Eligible PP children will have same opportunities for enrichment activities as other pupils reducing the impact of economic disadvantage	Provide funding and encouragement for children eligible for PP to attend residential visits (years 5 & 6) educational visits and to participate in enrichment activities at school and after school	P.P. children were funded for each year group school trip to a variety of locations. YR5 & YR6 PP children were funded on the residential trip to Wales July 2016 All PP benefitted from their experiences in a number of ways, including increased confidence, resilience and cultural enrichment. Learning behaviours were also improved.	As a result of improved learning attitudes and behaviours, school will continue to implement this strategy and ensure that no child is impacted by reduced economic circumstances within the school curriculum and by not being able to participate in extracurricular activities. Develop a post within school for Forest Schools.	